

# Grade Three

A health education program for students in kindergarten through grade three involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;
- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement. The *Health Framework for California Public Schools* describes expectations of students in grade three:

Although much of their environment and daily living activities are beyond their control, students in kindergarten through grade three can choose many behaviors that contribute to good health. Because young children tend to be unselfconsciously egocentric, a curriculum that focuses on them and on what they can do to promote their well-being captures their interest and attention. The curriculum should begin with the children and their immediate environment so that they can make clear connections to information, concepts, skills, and behaviors. It should also sustain a focus on the children's social development as members of the classroom, the school, families, and communities. Throughout, the prevention of unhealthy behaviors and promotion of attitudes and behaviors that can lead to lifelong health practices should be strongly emphasized. (Page 56)

## Acceptance of Personal Responsibility for Lifelong Health

**Standard 1      The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.**

Students in grade three who meet this standard will be able to:

- Develop good personal hygiene habits, including caring for teeth, gums, eyes, ears, nose, skin, hair, and nails.
- Participate in physical activities individually and with others.
- Create a balanced meal using the Food Guide Pyramid.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will keep a five-day personal hygiene journal.
- Students will play cooperatively in group activities.
- Students will select pictures of foods they would select to create a balanced meal (based on the Food Guide Pyramid) for display on a paper plate or place mat.

**Standard 2      The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.**

Students in grade three who meet this standard will be able to:

- Explain the importance of regular health screenings, including dental examinations.
- Summarize ways to avoid getting sick.
- Identify symptoms of common illness, such as fever, rashes, coughs, and congestion.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will list reasons for regular health screenings.
- Students will write a paragraph explaining ways to stay healthy.
- Students will match common childhood illnesses with symptoms.

## Standard 3

**The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.**

Students in grade three who meet this standard will be able to:

- Demonstrate safe behavior and the proper use of helmets when riding bicycles.
- Recognize emergencies and respond appropriately.
- Demonstrate how to treat simple personal injuries, including how to avoid coming into contact with another person's blood.
- Demonstrate safety rules for working in a kitchen.
- Identify ways to appropriately refuse alcohol, tobacco, and other drugs.
- Identify the dangers of alcohol, tobacco, or other drug use.
- Identify ways to seek assistance if they are worried, abused, or threatened, including if uncomfortable touching occurs, and describe how to tell a trusted adult.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- In small groups students will develop and perform a skit showing five safe behaviors when riding a bicycle.
- Students will write a paragraph or develop a role-play situation about an emergency and how to respond, including how and when to call 911.
- Students will model the treatment of two or three of their own minor injuries, such as nosebleeds, cuts and scrapes, sunburn, and twisted ankles.
- Students will list five safety rules for preparing food, including rules for cleanliness, use of kitchen utensils, and heat sources (e.g., prevent burns).
- Students will create a skit showing skills for refusing drugs when given a hypothetical situation.

## Respect for and Promotion of the Health of Others

**Standard 4      The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.**

Students in grade three who meet this standard will be able to:

- Develop and use effective communication skills, including nonviolent conflict resolution.
- Identify feelings related to changes within the family and effectively express them to others in a positive way.
- Model cooperative and considerate behaviors.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will role-play an argument on the playground and show how to resolve it in a nonviolent manner.
- Students will be given group situations and will identify cooperative/considerate behavior in those situations.

**Standard 5      The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.**

Students in grade three who meet this standard will be able to:

- Identify characteristics of friendship.
- Participate in school and community efforts to address local health and environmental issues.
- Demonstrate positive actions toward others, including kindness, respect, attention, and avoiding demeaning statements.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will write a paragraph describing the characteristics of a good friend.
- Students will identify, plan, and participate in a school beautification project.
- Students will identify billboards and campaigns against the use of tobacco and drugs in their community.
- Students will anonymously perform a “random act of kindness” and reflect on the experience in writing.

## An Understanding of the Process of Growth and Development

### Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- §51201.5 Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)
- §51240 Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
- §51262 Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.
- §51550 Requires that:
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
  - Instructional materials must be available for inspection.
  - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553 Establishes criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
  - Failure rates of condoms and other methods of contraception
  - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820 Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.

§60614 Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.

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Standard 6 **The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Students in grade three who meet this standard will be able to:

- Describe the cycle of growth and development in humans and other animal species.
- Demonstrate an understanding of the aging process.
- Describe changes that occur during the life cycle.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will compare growth and development of humans with another animal species.
- Students will read the book *I'll Love You Forever* and write a paragraph describing changes in the boy as he grows older.

Standard 7 **The student will understand individual differences in growth and development.**

Students in grade three who meet this standard will be able to:

- Demonstrate an understanding of individual differences, such as differences in appearance and physical abilities.

The following assignment might be used to determine whether the student is meeting the standard:

- Students will graph information on the physical characteristics of their classmates and write a paragraph about similarities and differences.

## **Informed Use of Health-Related Information, Products, and Services**

**Standard 8      The student will identify products, services, and information that may be helpful or harmful to his or her health.**

Students in grade three who meet this standard will be able to:

- Identify a variety of consumer influences and how those influences affect decisions.
- Use labels to compare the contents of food products.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create an advertisement using techniques to promote a healthful product.
- Students will graph data from “Nutrition Facts” from labels and compare the ingredients of several food products.